MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
SCHOOL IMPROVEMENT - FEDERAL DISCRETIONARY GRANTS SECTION
MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAM
REQUEST FOR PROPOSAL – MIDDLE LEVEL SCIENCE
PROJECT DATES: JULY 1, 2004 TO SEPTEMBER 30, 2005

REC'D JUL 26 2004
ORIGINAL
SHIP'D JUN 18 2004

FOR DESE USE ONLY

SIGNATURE OF AUTHORIZED DESE OFFICIAL	DATE
Gy Reeder	July 1, 2004

DIRECTIONS

Mail the completed postmarked by Friday, June 18, 2004 to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, 205 Jefferson Street, PO Box 480, Jefferson City, MO 65102-0480

Questions, contact Federal Discretionary Grants: Ph: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplyimprfdg@dese.mo.gov; Visit DESE's website at: dese.mo.gov

SECTION I – TOTAL BUDGET BY FUNDING CATEGORY

6100: Salaries	6200: Employee Benefits	6300: Purchased Services	6400: Materials/ Supplies	SUBTOTAL	6500: Capital Outlay	TOTAL
308,351	81,771	253,488	101,000	744,610	–	744,610

NUMBER OF TEACHERS TO BE SERVED DIRECTLY
110 teachers and 35 administrators

[XX] FIRST YEAR [ ] SECOND YEAR [ ] THIRD YEAR

SECTION II – APPLYING INSTITUTION/ORGANIZATION INFORMATION

APPLYING INSTITUTION / FISCAL AGENT
Northwest Missouri State University

CONTACT ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)
800 University Drive, Maryville, MO 64468

NAME OF CONTACT		NONPROFIT STATUS NUMBER
Dr. Patricia Lucido		10659854
TELEPHONE NUMBER	**FAX NUMBER**	**E-MAIL ADDRESS**
660-562-1605	660-562-1188	plucido@mail.nwmissouri.edu

LEAD SCHOOL DISTRICT	COUNTY DISTRICT CODE
North Kansas City School District	024-093

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)
2000 NE 46th Street, Kansas City, MO 64116-2099

NAME AND TITLE OF CONTACT	TELEPHONE NUMBER
Sandra Pettit, Coordinator of Federal Programs	816-413-5000
E-MAIL ADDRESS	**FAX NUMBER**
spettit@nkcsd.k12.mo.us	816-413-5005

LEAD INSTITUTION OF HIGHER EDUCATION
Northwest Missouri State University

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)
800 University Drive, Maryville, MO 64468

NAME AND TITLE OF CONTACT	TELEPHONE NUMBER
Dr. Marilyn Rhea, Project Director	660-562-1497
E-MAIL ADDRESS	**FAX NUMBER**
msrhea@mail.nwmissouri.edu	660-562-1188

SECTION III – ASSURANCES AND CERTIFICATION

Should an award of funds from the Mathematics and Science Partnership Program be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the (State Department of Education) that the authorized official will:

1. Upon request, provide the Missouri Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Conduct educational activities funded by this project in compliance with the following federal laws: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; Americans with Disabilities Act of 1990; and Improving America's Schools Act of 1994;
3. Use grant funds to supplement and not supplant funds from nonfederal sources;
4. Take into account during the development of programming the need for greater access to and participation in the targeted disciplines by students from historically under represented and under served groups;
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the U.S. Department of Education and the Missouri Department of Education.
6. Ensure that private schools in the attendance area of the public school participating in the Mathematics and Science Partnership Program will be consulted in a timely and meaningful way. The Applicant will arrange for and facilitate the equitable participation of non-public staff in the planning of this project and the participation of non-public educational personnel in professional development activities developed by this proposal as required by Section 9501 of NCLB. See page 3 of RFP for specific details.

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

SIGNATURE OF AUTHORIZED REPRESENTATIVE	DATE
Raymond R. Courter	6-17-04

SECTION IV – ABSTRACT

Provide an abstract of the proposal that briefly and concisely describes the program to be implemented and summarizes the intended results of the program. The abstract may not exceed 250 words.

SECTION V – COMMITMENT AND CAPACITY OF PARTNERSHIP

This section shall include a narrative of the roles of the partners and program personnel, and their duties and responsibilities related to the goals and objectives of the project. This section shall also describe the partnership's governance structure specific to decision-making, communication, and fiscal responsibilities. In addition to this narrative section, each application must append:

1. A Partner Identification Form (Appendix A) for each partner; and
2. A letter of commitment from each partner outlining the role and contributions of the partner and providing evidence that the proposed partnership activities are integral to the partner's instructional mission.

SECTION VI – PROJECT NARRATIVE AND TIMELINE

The program narrative must include a timeline for the implementation of activities and address each of the following items. The narrative section must be double-spaced and may not exceed ten (10) pages.

1. Program Goals and Objectives
2. Program Activities
3. Institutional Capacity
4. Follow-up Activities
5. Coordination with Existing Programs and Initiatives
6. Alignment to State Content and Professional Development Standards
7. Research Based to Support Project

SECTION VII – BIBLIOGRAPHY

Include a bibliography to support research and other needed references.

IV. Abstract

The vision of PRISM II is to create a sustained partnership between higher education and local school districts that will build a cadre of highly qualified individuals. They will utilize research-based instructional strategies to develop student understanding of the concepts and skills of science and mathematics, initiating and sustaining the changes envisioned by *No Child Left Behind*. This will be accomplished through a summer academy for 55 4-8 level teachers consisting of graduate level science content courses, appropriate supporting courses in science teaching, follow-up courses, classroom visits and mentoring by staff and RPDC personnel. Electronic collaboration between participants and project faculty will be required. Participants in partner schools will be targeted as facilitators of local professional development training. All project teachers will be candidates as cooperating teachers for student teacher placement in order to sustain the vision of the project beyond the funding period. Administrators from the participants' districts will receive instruction in coaching and evaluation of inquiry-based teaching models as they are key personnel in school infrastructures supporting sustained change

V. Commitment and Capacity of Partnerships

The Leadership Team is composed of the Director of the grant, Dr. Marilyn Rhea, and the Co-PIs: Dr. Patricia Lucido (Chemistry/Physics/Science Education), Dr Cheryl Malm (Mathematics/Statistics), Assistant Director of the Northwest RPDC, Peggy Harwood, and five master teachers hired as coach/mentors.

Dr. Marilyn Rhea, Project Director. Dr. Rhea has extensive experience in middle level teaching and has served in a similar capacity as project director in the NSF funded PRISM project. She has experience in budget management, reports and communications between all stakeholders. Being employed on the Northwest campus has enabled her to develop working relationships with all departments and services that would be involved in the grant. She has served as both a content coach and a cognitive coach for current PRISM teachers. Her duties have enabled her to establish contacts in all of the partner schools. Dr. Rhea's duties in the PRISM II grant will be to supervise the day-to-day activities of the grant, collaborate with members of the science faculty in developing course content, team-teach a course during the summer institute, provide follow-up in the form of classroom visits and facilitate all aspects of communication between the stakeholders. She will manage budget, purchases and administrative responsibilities.

Dr. Patricia Lucido, Principle Investigator. Dr. Lucido is the chairman of the Department of Chemistry, Physics and Science Education at Northwest. She has experience as an educator in both private and public schools as well as at the university level. Dr. Lucido has been awarded grants from the Eisenhower Program (4) and the National Science Foundation (1). She is well respected in the Northwest region and is frequently called upon to deliver in-service presentations. Dr. Lucido is a past president of Science Teachers of Missouri and is active in the National Science Teachers Association. Dr. Lucido's duties will include teaming with the content faculty to develop courses, teach two sections of a 3 credit-hour class each summer, teach a 1 credit-hour follow-up class during the school year, lead the Advisory Board, and facilitate video conferences.

Dr. Cheryl Malm, Co-Principle Investigator. Dr. Malm is a faculty member in the Mathematics and Statistics Department at Northwest. She has been awarded grants from the Eisenhower Program (5) and the National Science Foundation (1). Likewise Dr. Malm has served as president of the Northwest Missouri Council of Teachers of Mathematics and is recognized as a leader in mathematics education in the area. Her duties will include collaborating with other faculty and teaming to teach two sections of a 3 credit-hour course each summer, facilitating video conferences, and representing Northwest on the Advisory Board. She will support teachers in improving the application of mathematics in science content .

Peggy Harwood, Project Asst. Northwest RPDC. The Regional Professional Development Center (RPDC) for the Northwest region, housed on the Northwest campus, works closely with university faculty to deliver quality professional development opportunities to the teachers in the region. Ms. Harwood, the MAP (Missouri Assessment Program) coordinator, works extensively with K-12 districts disseminating information and providing workshops designed to help teachers prepare students for the statewide examinations. She also works with university faculty to present information and training on the MAP to the preservice teachers. The collaboration will be expanded to provide high-quality science in-service to partner school districts. Ms Harwood will also play a major role in walk-through training for administrators.

Coach/Mentors. Five master teachers will be hired to serve as coach/mentors to PRISM participants. They will each work with 11 teachers through regular classroom visits, assist with videoconferences, and prepare proposals and deliver presentations for workshop sessions at professional conferences.

Significant involvement of scientists from the College of Arts and Sciences will be provided by Dr. Richard Toomey (chemistry), Mr. Jeff Bradley (meteorology), Dr. Phillip Lucido (microbiology), Dr. Renee Rohs (geology), and Dr. Cheryl Malm (mathematics). They will collaborate with project staff to develop content courses that reflect the use of inquiry and teach those courses during the summer institute. They will serve as technical advisors to the project teachers both during the grant and after it has expired.

In support of this effort, Energizer and Kawasaki Motors Manufacturing Corporation will supply exposure to real world applications of science and mathematics by hosting teacher visits to their facilities. We will continue to utilize the existing collaborations between Northwest and the Design / Build: Crayons to CAD program through the Center for Construction Excellence and the Global Learning and Observation to Benefit the Environment (GLOBE) partnership housed in the science education department at Northwest. The Missouri Department of Elementary and Secondary Education will be represented on the Advisory Board and will maintain close communication with the Project Director.

The primary high-need partner identified is the North Kansas City School District. Additional high-need partners include the following schools: Avenue City School District in Cosby, Maryville R-II School District, Chillicothe R-II School District, Jefferson C-123 School District in Conception Junction, North Harrison R-III School District in Eagleville, and the St. Joseph School District. St. Gregory's School (private) in Maryville will participate and serve as the liaison between the project and other private schools in the region. A benefit for the Partner Schools will be eligibility to receive science related in-service from a collaborative team from the Northwest RPDC and PRISM at no cost to the district. Letters of support, found in the appendix, testify to the shared goals, responsibilities and accountability of the partner institutions. Partner schools are committed to:

- Provide support to participating teachers that will enable them to attend at least one professional conference per school year. Provide support to the participating teachers by sending at least one administrator to the Science Administrators' Academy.

- Provide the PRISM project staff with data for evaluating purposes.

- Provide the PRISM project director and RPDC representatives with access to the classrooms of participating teachers (excluding non-public schools) in order to model teaching strategies and facilitate on-site coaching.

- Work in collaboration with the PRISM staff to facilitate on-site professional development opportunities for other members of the science staff at partner schools. These activities will utilize PRISM teachers as co-facilitators providing them with experience needed to conduct professional development activities beyond the life of the grant.

Data were gathered to inform the design of the PRISM II project in order to insure teacher input from the initial planning stages. Surveys sent to every public school science teacher in the 19-county Northwest region were used to inform the planning of the content and activity focus of this grant application. Potential partner schools personnel began meeting with university faculty in the fall of 2003 in the hopes of establishing a viable plan for professional development activities in the Northwest Missouri region. Teachers were asked to rate their perceptions of needs in several areas. They were asked to identify content areas in which they felt deficient. Their knowledge of state and national standards was explored, and they were asked to indicate the level to which the Missouri curriculum frameworks informed their curricular decisions in the classroom. Teachers were also asked to indicate how frequently they used multiple teaching strategies, such as inquiry, guided discovery, or teacher-directed lessons. Needs of the school districts were clearly identified as lack of content knowledge, lack of skill in the implementation of inquiry activities, and confusion regarding assessment and evaluation. This dialogue has been ongoing and will continue throughout the final planning stages for this grant. Additionally, teachers accepted into the project will be surveyed at the conclusion of each summer institute to identify their needs in regards to the subsequent content courses. The project director will visit personally with each teacher on site and develop a needs assessment from those visits. This assessment will further advise the content of the coursework and be shared with the faculty planning those courses.

Ongoing discussions during the past three years with the administrators participating in the PRISM Administrator Science Academy, as well as meetings held with representatives from partner districts, identified areas of concern to administrators. Their greatest concerns dealt with teacher quality, most notably with low student achievement associated with classrooms staffed by either out-of-field or under-qualified teachers. Project activities have been designed to address these concerns.

Our partners' readiness to engage in an open, honest dialogue regarding the changes needed to improve student achievement has and will continue to provide the guidance needed as we work together to reach the project goals.

Several approaches have been designed to solicit ongoing input and guide project planning.

- The Administrator Science Academy is designed to help building-level administrators develop the skills needed to support classroom teachers as they implement change. Building administrators will develop rationales for inquiry-based teaching that may be used in discussions with parents and school board members. They will work together with the RPDC partner to develop skills in "walk-through" observation. The Administrator Science Academy will meet twice per year with the project leadership team with support from the staff from Northwest Department of Educational Leadership.

- A ten-member Advisory Board, comprised of representatives from the partner schools, Department of Elementary and Secondary Education, Science Teachers of Missouri (STOM), Northwest, faculty from other higher education institutions, representatives from business and industry, and middle level teachers will meet at least twice per year to discuss the activities of the project. Discussions by the

board will inform the ongoing activities of the project. During the Summer Institute, Board members will be invited to interact with participants to evaluate the impact of the project activities. This will insure that all stakeholders are aware of the goals and responsibilities associated with the project.

- A tri-annual newsletter describing project activities and sharing highlights from successful classroom implementations will be distributed to all interested parties.

- A web page open to any interested educator will be maintained to disseminate information on both construction of curricula and professional development successes. This will allow our participating teachers and any other educator to replicate many of the project activities. Detail and directions for activities and investigations will be published in a pdf format for easy accessibility.

- The project office will adopt the Northwest calendar for the hours of operation.

The fiscal management of the grant will originate in the office of the project director under the supervision of the Vice President for Finance. This will provide oversight through an annual audit that requires documentation for all expenditures.

VI. Project Narrative and Timeline

1. Program Goals and Objectives

The following project goals have been established. These goals are reflective of the Professional Development Standards A-D of the National Science Education Standards (Rhoton & Bowers, 2001).

Goal 1. Increase the quality and quantity of teachers' content knowledge in science to improve ability to create and lead inquiry-based lessons fostering reasoning and problem solving in 4-8 students;

Goal 2. Increase teachers' knowledge of the state and national science standards to enable them to align their curricula and instruction in order to increase student achievement;

Goal 3. increase teachers' involvement as leaders in their profession;

Goal 4. increase the use of inquiry-based teaching strategies by project participants;

Goal 5. increase the appropriate use of technology as a teaching and learning tool;

Goal 6. increase teachers' use of high quality, authentic assessment strategies and their abilities to make targeted, real-world connections between and within science and mathematics;

Goal 7. enhance teachers' abilities to reflect on their performance and how they impact student learning;

Goal 8. increase collaboration between and among teachers, and between teachers and university faculty;

Goal 9. improve student performance on science MAP (Missouri Assessment Program) examinations.

Objectives- Achievement of the above goals will be measured by:

1. an increase in project teachers' content knowledge base, as measured by pre/post examinations in conjunction with the graduate-level content courses completed by the participants;
2. a written assessment of the alignment of district curricula with state grade-level expectations;
3. an increase in the number of project teachers involved in professional organizations, submitting proposals to present at professional conferences and articles for publication in scholarly journals, and assuming mentoring responsibilities within their districts, as reported by project participants;
4. an increase in the number of inquiry-based lessons conducted during the academic year, as documented by yearly submissions from the participants;
5. an increase in the number of lessons using technology as a learning tool conducted during the academic year, as documented through project teacher logs of activities;
6. an increase in the use of authentic assessment strategies and the incorporation of real-world connections as documented by written reflections from each participant;
7. an increase in scores of annual teacher work samples (a unit including lessons, an overall plan for instruction and assessment, an analysis of student achievement [where available], and reflections on the effectiveness of the unit);
8. an increase in the amount of collaboration among participating teachers and between teachers and university faculty as documented through teacher logs of activities, printed records of participation in electronic threaded discussions, and attendance at video and professional conferences;
9. an increase in student achievement in science as measured by statewide MAP exam results (when available) and through grade-level tests for science designed by the project staff to be administered annually in participant classrooms.

2. Program Activities

Recruitment

The target population for the PRISM II project is 4-8 level science teachers from Missouri. Teachers from partner districts will be particularly encouraged to join the project. Recruitment activities will begin with informational letters and application materials being sent to all 4-8 classroom science teachers and all superintendents and principals in the region. Principals will be apprised of the importance of building collaborative support when working towards changing teaching behaviors, and thus will be encouraged to send teams of at least two teachers from their districts. A liaison has been identified to assist in recruiting private sector teachers.

Highly qualified master teachers will be recruited as coach/mentors beginning in January 2005 and will collaborate with University faculty and staff to develop course content for the summer institute. They will be involved in the spring videoconferences, which will be a major tool to recruit the 55 participants.

Selection

A cohort of 55 middle-level teachers will be selected as PRISM II participants. To meet the NSES Professional Development philosophy, these 55 teachers will work as a cohort during three consecutive summer institutes and two academic years. Application packets will include background information, a letter/essay detailing their interest in and commitment to the project, a letter of recommendation from a building administrator, and transcripts documenting past undergraduate and graduate coursework. Applicants from partner schools will be given priority for selection. Every attempt will be made to admit a team of teachers from the same building to help provide the on-going support the participants will need to effect change.

As part of the selection process, participants will be interviewed to determine their strengths and weaknesses in terms of the science content standards (NRC, AAS), the state Grade Level Expectations (GLEs), inquiry lesson design and expertise with data gathering technology. Each year we will pre/post test

and do a needs assessment as to content of the GLEs. The results of these various assessments will be used to inform the development of the course work. The first summer institute will begin in July, 2005.

Special features

As a part of the coursework, training and certification on the GLOBE protocols in hydrology, meteorology and phenology will be offered. This will enable teachers to engage their students in real science research and collaborate with students in 114 different countries. The Design/Build: Crayons to CAD program will provide an exciting venue for students to apply science and mathematics in an engineering format. Targeted connections between mathematics and science topics will be identified and units incorporating these ideas will be developed.

While the third summer institute marks the conclusion of the extensive coursework for the middle-level participants, progress will be sustained through on-site visits by the project director, ongoing support from their administrators, and collaboration with the cohort through the electronic network.

Summer Institute

Each participant will attend a four-week summer institute for three consecutive summers. They will:

- complete six graduate-level science courses (16 credit hours). These courses will be developed and taught by a team consisting of a Ph.D. science faculty member and a Ph.D. science educator;
- complete two graduate-level professional education courses (6 credit hours) . These courses relate to teaching models and methodologies emphasizing inquiry. They will implement strategies in order to incorporate technology as a learning tool. (See Table 1)

The number of participants (55) will require two course cohorts with designated instructors teaching two sections each of the content courses.

Participants will be encouraged to be in-residence on the campus of Northwest during each of the summer institutes to strengthen the interpersonal bonds needed to support the electronic collaboration process and to build collegial support.

Follow-up Activities

During each academic year, participants will be required to work with a partner teacher (PT) in their building. This doubles the impact of the project's activities in the classrooms. Project participants will attend four videoconferences and one professional conference during each school year. Videoconferences, held on Saturday mornings, will further model inquiry-based teaching strategies and methods to promote student reasoning. PTs will also be welcomed. Participants will also be required to participate in ongoing threaded discussions exploring science issues. This electronic collaboration will be supported through a course web site hosted by Northwest Missouri State University.

Five full-time coach/mentors will be employed full-time to work with the participants during the academic year. These individuals will be highly qualified master teachers. Between the five mentors, each of the participants will be visited, coached and mentored at least twice each month (Sept, Oct, Nov, Jan, Feb, March and April). The mentors will film three lessons taught by the participants each year. The coach/mentor and the participant will score the lessons by using an appropriate analysis instrument such as the Science Classroom Observation Profile System – SCOPS or Lesson Study Procedure from Research for Better Schools (Vol V, No.2, Spring/Summer 2002). PRISM II coach/mentors will be involved in all activities of the project including subsequent course development and videoconference presentations.

Building administrators from participants' districts will participate in the Administrator Science Academy in order to fully support the envisioned change in content knowledge and teaching strategies held by the participants. Administrators will receive recognition for their participation through the Northwest RPDC, which will award them a professional development certificate. They will work collaboratively on issues such as exploring how to best evaluate teacher effectiveness in inquiry-based classrooms, and addressing

Table 1: Project Activities

July 1, 2004	July 1, 2005	July 1, 2006	July 1, 2007
Planning Recruitment Learning inquiry activity development	Summer Program Content Course: Morning Patterns and Predictions Content related to physical science and meteorology (3) Content Course: Afternoon Integrating Technology (3) GLOBE Protocols Web Quests PDA application sensor probes to gather data	Summer Program Content Course: Morning Earth as a System (3) Ecology, (water and air quality chemistry) populations, earth process Content Course: Afternoon Models of Teaching (3) Incorporating researched based teaching strategies into lesson design and delivery.	Summer Program Content Course: Morning Energy Transformations (3) Sound, heat, light and electricity Content Course: Afternoon Experimental Design and Statistics (3) Improving questioning strategies Analysis of data Design / Build: Crayons to CAD
January to May 2005	September to May 2006	September to May 2007	September to May 2008
Recruitment 2 Video Conferences to recruit teachers and begin the orientation Examples: • Kitty Litter Investigation • Balloon Investigation	4 Video Conferences (1) Visits to classroom by coach /mentors and project staff Examples: • Forensic analysis of evidence • Topographic mapping and pr isotherms (follow-up to meteorology) • Spacey Investigations • Targeted Connections with M	4 Video Conference and class periods at state meeting (1)	
Administrator Science Academy: Administrators, in conjunction Educational Leadership faculty, will be involved in the following a			m the Department of
Fall 2005 2 days of training	• Exploration of teaching beh Development of a rationale		Evaluation Training
Fall 2006 2 days of training	• Performance-based teache • Evaluating inquiry-based teaching		

curricular issues raised by participates' work to align the districts' curricula with the state grade-level expectations. They will be expected to utilize a lesson observation analysis model with the participants in their respective schools.

3. Institutional Capacity

Northwest has the resources needed to provide overs [redacted] Northwest can provide laboratory, classroom and technical facilities, t [redacted] faculty, and supportive services from offices such as the Registra [redacted] g, and the Graduate College. This proven partnership model pro [redacted] ne the fiscal and management responsibilities for the grant.

4. Follow-up Activities

Teachers in the project will be required to particip [redacted] e each semester. The focus of the conferences is to build co [redacted] owledge through active learning. Possible examples are describ [redacted] project (excluding non-public school participants) will receive on-s [redacted] orthwest RPDC representatives, and the coach/mentors will provide [redacted] port.

Teachers will meet during the annual STOM confere [redacted] assroom application of inquiry, teaching the nature of science, and [redacted] visioned by the National Science Education Standards.

A web page open to any interested educator will be maintained to disseminate information on both construction of curricula and professional development successes. This will allow our participating teachers and any other educator to replicate many of the project activities. Details and directions for activities and investigations will be published in a PDF format for easy accessibility.

Teachers will be required to collaborate electronically with other teachers in the program throughout the life of the grant. This will be especially important when they plan their teamed presentations at the videoconferences.

Sustainability: It is anticipated that the close collaboration this grant will establish between university faculty and staff, school administrators, and teachers will lead to deeper understanding and continued progress towards shared goals that reflect the best practices in science education. By supplying these districts with teachers that are highly qualified and supported by administration and university faculty, the grant's goals are sustained beyond the life of the grant.

Instructional materials (e.g. WebQuests, Teaching Units, Performance assessments) developed by the participants will be available to preservice and in-service teachers across the state. In order to more accurately assess the usefulness of the web page, it will be accessible to teachers after an identification confirmation registration. The Chemistry/Physics department will maintain this web page after the life of the grant.

Systemic change is a critical part of the sustainability of the gains envision by the grant. Participants and their administrators will be expected to develop goals and strategies to sustain their changes. They will be expected to continue to mentor other teachers and foster the professional development of their peers by assuming leadership roles in the Missouri science education community and by attending professional meetings such as STOM Fall Conference, Interface and NSTA conventions. Further, they will be encouraged to partner with other participants and share their expertise as session presenters.

The university faculty will be supported in pedagogy change (as they have been during PRISM I) leading to a greater use of inquiry in their classrooms. The preservice teachers enrolled in all science methods courses will benefit from visits from participants and through viewing and scoring videos made in the participants' classrooms. The administrators will benefit from increased knowledge of science standards and teaching models supporting inquiry. It is expected that this awareness will permeate the

culture of the school. It is anticipated that the relationship formed between participants, their coach/mentors and the faculty will continue as electronic collaborations.

5. Coordination with Existing Programs and Initiatives

PRISM II will utilize the existing GLOBE Partnership housed at Northwest, the existing collaboration between Northwest and Center for Construction Excellence and regional coordinators for the MAP housed in the Northwest RPDC as integral parts of the program. PRISM II will support the current campus initiative to strengthen the collaboration between cooperating teachers and the university. It will also enhance the current initiatives on the Northwest campus to incorporate greater levels of inquiry into college level science classes.

As a true stakeholder in the success of this grant, DESE will provide a representative to serve as a member of the Advisory Board. This should foster a collegial relationship that will allow frequent and open communications between DESE and the grant administration and allow DESE to know all of the other stakeholders in the project. It is anticipated that progress reports will be forwarded to DESE as appropriate.

6. Alignment of State Content and Professional Development Standards

The themes included in the science coursework will be aligned with the content described in the Missouri Science Grade Level Expectations for grades 4-8. Science faculty will model inquiry strategies while teaching the content. Emphasis will be placed on teaching content through the inquiry process. This approach is supported by research describing the best professional development experiences for teachers (Loucks-Horsley & Stiles, 2001; NRC, 1996)

7. Research Base to Support Project

Inquiry is an active way of knowing and learning where students use evidence to explore questions and confirm their conjectures employing a variety of skills embedded in problem solving, critical thinking, and investigating (NRC 1996; AAAS 2001;). Implementing standards-based inquiry requires teachers who possess a depth of content knowledge sufficient to facilitate student inquiry. Implementing the standards

encounters a real problem from "teachers who obviously do not understand the underlying mathematical or scientific principles and who completely overlook both gross errors and powerful insights of their students" (Clune, et al, 1997). Thus, enhancing the content knowledge of teachers must be a priority in attempts to improve student achievement.

Inquiry requires students to be involved in the process by asking questions, making hypothesis, designing investigations, analyzing data, and forming conclusions based on the evidence collected. This process builds knowledge as students revise their ideas, building and refining their theories about science (AAAS, 1993). This approach is amplified by collaborative inquiry, described by Crawford (2000). Such inquiry requires that teachers 1) couch their instruction in real-world problems, 2) engage students in collecting and analyzing real data, 3) assume the role of collaborator with their students 4) relate what is being learned to society, 5) model behaviors of scientists, and 6) foster student ownership of learning. It has been observed that teachers in a program such as PRISM II begin with an understanding of teaching about inquiry but have less understanding of teaching utilizing inquiry. This may be explained in the problem described by Akerson and Abd-El-Khalik (2003) wherein they state "...science educators know...that extended theoretical discussions of inquiry teaching and learning do not begin to engender the sort of understandings on the part of teachers or enable them to get a sense of how inquiry-oriented instructional episodes might look in the classroom (pg 1045)." This makes the modeling of inquiry in the context of science learning a mandate.

The design of professional development as described by Bybee and Loucks-Horsley (2001) includes extended time periods for learning. Providers must abandon short-termed workshops in favor of longer-term programs in order to allow teachers the time and opportunities to truly transform their teaching. Lunsford (2002) found significant improvement in both content knowledge and attitudes in middle level teachers who participated in a three-week long summer institute.

Teachers must be supported as they make change by an attitude of collaboration and mutual respect generated with other teachers, administrators, parents, business people, science faculty and members of professional and scientific organizations (Loucks-Horsley & Stiles, 2001). It makes sense that both teachers and administrators must have a sympathetic view of inquiry learning in order to establish a collegial collaboration.

VII. Bibliography

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VIII. Evaluation and Accountability Plan

Sustainability

The PRISM II project will serve as a catalyst for institutional change. Project staff will coordinate training in inquiry-based teaching strategies and will facilitate curriculum revision and development in partner schools. The PRISM II project partnership will form the basis for an ongoing relationship with Northwest that fosters continuous assessment and improvement beyond the funding period.

Administrators and teachers in the Northwest region of Missouri realize change is necessary to meet the requirements outlined in the *No Child Left Behind Act* (2001). The eight school districts that have committed to partner status are willing to examine these challenges, explore alternative strategies to meet them, and support teachers and students as they implement changes in their practice. PRISM II will facilitate this process by providing a forum for discussions and a means to share data on successes and effective practices. PRISM II will link the Northwest RPDC with science teachers across the region who are striving to implement "best practices" in their classrooms. The RPDC staff will continue to provide that support beyond the life of the grant.

The web page, a vehicle for sharing products from PRISM II, will continue to be maintained after the grant has expired. PRISM and PRISM II alumni will continue to actively participate in professional organizations for science educators and through their leadership provide ongoing professional development within the state of Missouri. In the future, this project could serve as a model to school districts and Institutions of Higher Education who are seeking to establish collaborative professional development on the same scale or smaller. Funding for these types of activities could be supported by district professional development funds however additional funds would be necessary to provide college credit and quality materials. School districts could collaborate with local business interests and grant agencies to obtain additional funding.

Quality field experiences for preservice teachers are also needed. PRISM II participants will comprise a cadre of highly-qualified middle-level cooperating teachers in science who utilize the standards to inform their instruction and incorporate inquiry-based teaching methodologies to promote reasoning and problem-solving in the classrooms. Because they incorporate various teaching strategies in their classrooms, this cadre of cooperating teachers now provide opportunities for preservice teachers to practice the teaching and assessment practices explored during their university coursework. The partnerships fostered through PRISM II will provide extended opportunities for preservice teachers to work in quality classrooms.

Formative Evaluation

Formative evaluation data will be collected at key points during the life of the project. Progress goals have been set for each year of the project and will be monitored by the project staff. Several types of evaluation data will be collected and analyzed to assess the ongoing success of the project.

On an annual basis, project staff will evaluate the quality of the inquiry-based lessons. The following outcomes will be assessed:

1. An increase in content knowledge of science of project participants:
   During each summer institute science content class, Pre/post test instruments will be developed and validated by the Ph.D.-level science faculty participating in the project to evaluate the gains in content knowledge. The pretest will be administered on the first day of each class during the summer institutes. The post-test will be administered after each course is completed. Comparison of the scores achieved by individual participants, in a matched pairs design ($p \leq 0.05$), will be used to evaluate the impact of the coursework on participants' knowledge.

2. A realignment of district curricula with state grade-level expectations:
   Utilizing the newly restructured, grade-level competencies outlined by the state, evaluations of curriculum guides developed by partner districts will be conducted to determine the level of alignment with state curriculum frameworks. These curriculum guides constitute the intended curriculum for the district. Baseline data on the delivered curriculum (the actual curriculum covered in the classrooms during the academic year) will be collected from participants accepted into the project prior to the first summer institute. The intended curriculum will be compared to the delivered curriculum through a series of survey responses. Since this data will be ordinal in nature, but not interval or ratio, Sign Tests will be conducted to determine the statistical significance ($p \leq 0.05$) between the intended and delivered curriculum at the outset of the project. This assessment will be repeated annually to inform the ongoing discussion of curricular issues.

3. An increase in teachers' involvement as leaders in their profession:
   Participants will complete annual surveys of professional activities related to science. A frequency distribution will be developed to analyze the trend.

4. An increase in the use of inquiry based teaching strategies by participating teachers:
   Baseline data will be collected from participants at the beginning of their first summer institute to determine their frequency of use of inquiry-based teaching strategies. Participants will complete additional surveys each year. A matched pairs design ($p \leq 0.05$) will be used to indicate the increase in the frequency in which inquiry is incorporated into the lessons

5. An increase in the number of lessons using technology as a learning tool:
   Baseline data will be collected from participants at the beginning of the first summer institute to determine their use of various technologies as learning tools. Each academic semester, participants will submit a log with documentation of lessons taught that incorporate technology as a learning tool. A frequency distribution will be developed to analyze the trend.

6. An increase in the use of authentic assessment strategies:
Baseline data will be collected from participants at the beginning of their first summer institute to determine their use of various assessment techniques and how they perceive these assessments inform their instructional decisions. Once each semester project participants will be asked to submit the assessment instruments used for a selected unit of study along with a reflective narrative describing what they learned from these assessments and how they used this information to shape further instruction. The project staff will code the instruments and reflections to indicate placement of the assessment instruments along a continuum from traditional paper/pencil tests to open-ended project-based investigations. The number of assessments coded at each section of the continuum will be recorded and an average computed for each participant. This data will be used to analyze the trend over the life of the grant.

7. An increase in scores on teacher work sample:
Once each year participants will submit a teacher work sample. These samples include an overall plan for instruction, as assessment plan, and analysis of student achievement and copies of student work and reflections on the effectiveness of the unit. Work samples are scored with a rubric created by the teacher education unit for use with pre-service teacher education.

8 An increase in collaboration between participants, and between participants and Northwest faculty:
Teachers often lack the opportunity to reflect on their teaching practices or to discuss classroom strategies with colleagues. This is due to factors such as time pressures, teacher isolation, and geographic constraints encountered in the region. Participants will be enrolled in an interactive web site designed to promote the exchange of information and ideas. The asynchronous nature of electronic collaboration allows time for reflection prior to responding to colleagues and makes the distances that exists between the school districts a moot point (LAB, 1999). Participants will interact electronically with other teachers, university faculty, and project staff each semester of the project. Project staff will monitor and archive participation in threaded discussions for evaluation purposes. An analysis of variance ($p \leq 0.10$) will be used to compare the mean number of contacts participants engage in each year.

9. An increase in student achievement on the MAP and related exams:
In compliance with NCLB (2001) the state of Missouri has mandated annual statewide examinations in certain subjects. Science, however, will not be assessed yearly under the statewide testing program. Private schools are not required to do annual testing. Thus, project staff will develop grade-specific performance-based assessment instruments to be administered each year to the classes of project participants. An analysis of variance will be conducted to compare student performance by teacher participant over multiple years.

Summative Evaluation

1. Improved efficacy for teacher participants:
Teachers' attitudes and beliefs about teaching will be evaluated using the Science Teaching Efficacy Belief Instrument (Enochs & Riggs, 1990). This instrument measure participants' confidence in their teaching abilities. Baseline data will be collected at the beginning of the first summer institute. The instruments will be re-administered midway through the project and at the end of the project. An analysis of variance ($p \leq 0.05$) will be used to compare the means of the

efficacy scores across the three administrations of the instrument to assess the impact of project activities on participants' belief structures.

2. Improved student achievement on the MAP and related exams:
   The most recent test results on the statewide MAP exams, currently administered at grades 3, 7 and 10 for science, will be collected from participating school districts. These scores will serve as baseline data and will be compared to the next test results, when possible. It is very probable that as students move in and out of districts and the testing grade level changes, many of the original students' data will be lost. Project staff will document changes in the performance of students from a participating teacher's classroom as they progress through the system. Descriptive measures will be employed to compare percentages of students at each evaluation level (step 1, progressing, nearing proficiency, proficient, advanced) from the 2004-2005 academic year (beginning of the project) to the end of the grant.

The proposed Budget can be found in Appendix B and C.

BUDGET NARRATIVE

Salaries: Salary is calculated at 100%FTE for 12 months for the Project Director. Principle Investigator and Co-PI are calculated at 15%FTE and 10% respectively for the 9 month Academic Year plus the salary for teaching two 3 credit hour content class for participants during the summer institute. The Principle Investigator will also teach the 1 credit hour special projects follow-up class during the school year. Funds are requested to pay science content faculty to teach two sections of a 3 credit hour class, plus lab during the summer institute. Funds are requested for salary and benefits for five (5) master teachers to serve as coach/mentors for participants and to assist with the summer institute. Funds are requested to provide a full-time secretary for the PRISM II office to facilitate communications between stakeholders, maintain budget records, and manage purchasing supplies and payments to participants.

Fringe Benefits: Fringe benefits, which include all benefits available to regular Northwest employees, are calculated at a rate of 26% for professional staff, 33% for clerical staff.

Purchased Services:

Stipends: Stipends for teachers include $1,500 for summer institute, $75 per videoconference, and $75 for non-contract days while attending a professional conference. Mentoring incentives for both participating teacher and a partner teacher at their school are requested at rate of $250 for each teacher. Funds are requested to provide modest stipends to administrators participating in the administrators academy meetings.

Travel: Funds are requested to cover the cost of travel for the PD making visits to school districts for recruiting, travel by PD and coach/mentors to conduct on site mentoring, travel by staff to remote sites for video conferencing, and expenses related to travel to STOM conference for PRISM staff (8) and participants (55). Travel to STOM conference and Interface is requested for the PRISM staff during the first year for recruitment purposes. Funds are requested to cover out of state travel for the PRISM staff (8 people) to disseminate information about the project to a national audience.

Subsistence: Funds are requested to cover the cost of on-campus housing and food service while participants attend the summer institute.

Processing Fees: Funds to cover processing fees at a rate of $85 per class re requested. Participants will take 3 courses for a total of 7 credit hours each year of the grant

Instructional Materials: Funds are requested to cover the cost to teachers for texts and laboratory supplies, and $1500 for 55 teachers teaching materials at during the first year. This amount is reduced to $750 in subsequent years. It is counterproductive to show teachers real world applications of the content and not supply them with the minimum of supplies and equipment to implement those applications in their curricula (Examples: graphing calculator and overhead screen, weather station, and data gathering probes). Thus, teaching materials will go with public school teachers into their home school. Funds for non-public school teachers will be used for training and professional development, not actual classroom support and coaching. Participating teachers will receive a membership into NSTA to provide them with access to a high quality professional organization and journal.

Other materials and supplies: Funds are requested to cover the cost of advisory board meetings (2 per year), normal teaching supplies, office supplies, telephone, postage, copies, video equipment, office equipment and the lease of computers. Funds to cover the cost of ITV sites (4) and web page maintenance are also requested. Funds are requested to cover the cost of employing at least one consultant each year.

Capital Outlay: There is no capital outlay, as no single item purchased will exceed $1,000. This meets criteria established by Northwest.

APPENDIX A – PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION

Northwest Missouri State University

NAME AND TITLE OF PRIMARY CONTACT

Dr. Patricia Lucido, Chair Department of Chemistry/Physics/Science Education

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)

800 University Drive, Maryville, Missouri 64468

TELEPHONE NUMBER	FAX NUMBER	E-MAIL ADDRESS
660 562 1605	660 562 1188	plucido@nwmissouri.edu

TYPE OF INSTITUTION/ORGANIZATION

Institution of Higher Education

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

Lead institution – PRISM II will be housed at facilities located on the Northwest campus. Northwest will provide fiscal oversight for the grant. Northwest will provide furnished office space and utilities.

Participants will have full access to the resources available to students including but not limited to E-Companion (electronic course management to facilitate threaded discussions, on-line chat, communication with other teachers and professors in the program), Owens Library, and recreation facilities.

Through cooperation between the Colleges of Arts and Sciences and Education and Human Services, a specialized Master's degree in Middle School Science Education will be created. Courses taken through the grant will be included in this course of study. Northwest will waive tuition for participants enrolled in these courses and requests only a modest processing fee.

Faculty from the departments of Chemistry/Physics/Science Education, Mathematics, Biology and Geology have agreed to serve as resource mentors to the project participants both during the grant and beyond. Faculty members from these departments will be hired to teach the content courses.

OFFICE OF THE PRESIDENT
Telephone: 660-562-1110
FAX: 660-562-1897
E-MAIL: HUBBARD@MAIL.NWMISSOURI.EDU

NORTHWEST
MISSOURI STATE UNIVERSITY

June 15, 2004

Department of Elementary and Secondary Education
Mathematics and Science Partnership
Directorate of Education and Human Resources

Dear MSP Project Officer:

Northwest Missouri State University is pleased to submit this Mathematics and Science Partnership grant application to the Department of Elementary and Secondary Education. Funding for this project will allow Northwest to build on the successes it has achieved serving middle school teachers and school administrators in its currently NSF-funded Teacher Enhancement Project "Promoting Reasoning and Inquiry in Science and Mathematics" (PRISM). This MSP project will provide inquiry-based teaching approaches, curriculum alignment with national and state standards, and content knowledge for teachers and administrators so that continuity will exist throughout the 5th through 9th grades in northwest Missouri schools.

Northwest has a long history of partnership cooperation with schools in the region. Our mathematics and science educators are respected and recognized for their commitment to improving the quality of education among pre-service teachers, practicing teachers and school administrators. The partnerships cultivated and identified in this proposal are with institutions committed to changing existing ineffective practices to bring about positive lasting impact and accountability. The teachers and administrators from these institutions and other regional school districts will acquire the foundation they need to better prepare the next generation of young people for careers in science, technology, engineering, and mathematics.

I wholeheartedly endorse this project and stand ready to support the project personnel and participants in any way possible.

Sincerely,

Dean L. Hubbard
President

DLH/lc

800 University Drive Maryville, Missouri 64468-6001

COLLEGE OF EDUCATION AND HUMAN SERVICES
OFFICE OF THE DEAN
660/562-1671

NORTHWEST
MISSOURI STATE UNIVERSITY

June 15, 2004

Department of Elementary & Secondary Education
Math and Science Partnership Program
Directorate for Education and Human Resources

Dear MSP Project Officer:

As the chief academic officers for the Colleges of Arts and Sciences and Education and Human Services, we are delighted to join our voices in pledging support of the MSP grant. The progress that has been made with the consortium of schools participating in our current Prism grant (focused on Math/Science instructional improvement in the middle grades) leads us to enthusiastically endorse and lend our full support to this grant, which would expand our efforts in terms of both approaches and grade levels. We want, through this effort, to significantly impact the manner in which math and science teaching is accomplished at the targeted levels throughout our region.

Northwest Missouri State University has not been a latecomer to the effort to reform math and science classroom instruction. Faculty in our college of Arts and Sciences were recipients of a number of Eisenhower grants prior to the current NSF Prism grant. We were so involved in the quest to reform this instruction that our institution was invited to host the initial conference in Kansas City, Missouri announcing the results of the Third International Math and Science Study (TIMSS). Since that time our colleges have joined forces to make the instructional changes a reality in our region both for current practitioners and for pre-service teaching candidates.

The goal of this proposal is to develop a long-term relationship with partner schools in our region that will emphasize the use of research-based instructional strategies to deepen the conceptual base of students as they progress through the grade levels. Our grant team completed a benchmarking visit to the SMART consortium, a group of thirty school districts in and around Cleveland, Ohio. Our mutual commitments and approaches around math and science instruction were reinforced, as we reviewed the student achievement data from elementary and middle grade students, which show the SMART consortium members ahead of their projected schedule to raise

performance across all of these schools. They are now on target to begin this work in the high schools of consortium members.

Our vision is to include building administrators in the teams from all partner schools, to ensure teachers have the necessary support and indeed coaching, enabling them to dramatically shift teaching methods. Participating faculty will utilize strategies grounded in the national standards, emphasizing content literacy strategies to promote problem solving and deep exploration. Our partnership and commitment will ensure that all new pre-service math and science teachers in our region have the benefit of a cooperating teacher from the MSP grant program, promoting a systemic approach to reform of math and science instruction in Northwest Missouri. This instruction will heavily impact content instruction of our teachers in alternative preparation programs, as well.

For all of these reasons, we are delighted to pledge our full support to the efforts of the MSP team, including release time and other fiscal supports as needed to ensure the vision of No Child Left Behind is realized in Northwest Missouri.

Sincerely,

Charles McAdams, Ed.D.
Dean, College of Arts & Sciences

Respectfully,

Max L. Ruhl, Ed.D.
Dean, College of Education
& Human Services

MR/ny

NORTHWEST
MISSOURI STATE UNIVERSITY

June 16, 2004

Missouri Department of Elementary and Secondary Education
Math and Science Partnership Program

Dear Project Officer,

As the chairpersons of the Department of Chemistry/Physics and the Department of Mathematics and Statistics, we would like to express our support for the Math and Science Partnership grant proposal being submitted. We are confident that the success with the current NSF grant, ***Promoting Reasoning and Inquiry in Science and Mathematics*** (ESI 0098792), has given the grant leadership team the experience to expand their efforts in the Middle School science community.

As department chairs, we are in unique positions to work with and encourage our faculty to shape content courses that incorporate more reasoning and inquiry. The progress toward this goal will be monitored by the collection of artifacts that document activities or laboratories that exhibit the desired charges. Collaborative efforts like these are valued departmentally and, in addition, the campus respect for educational initiatives is evidenced by promotion guidelines that encourage educational scholarship.

We are eager to lend our support to the success of this grant.

Sincerely,

Dennis Malm, Ph.D
Chair, Department of Mathematics and Statistics

Patricia Lucido, Ph.D
Chair, Department of Chemistry/Physics

800 University Drive Maryville, Missouri 64468-6001

APPENDIX A – PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION

Northwest Missouri Regional Professional Development Center

NAME AND TITLE OF PRIMARY CONTACT

Peggy Harwood, Project Asst.

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)

800 University Drive, Maryville, Missouri 64468

TELEPHONE NUMBER	FAX NUMBER	E-MAIL ADDRESS
660 562 1995	660 562 1890	harwood@mail.nwmissouri.edu

TYPE OF INSTITUTION/ORGANIZATION

State education agency

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

As a partner in the PRISM II project, NW RPDC will:

- Collaborate with staff to recruit teachers into the program
- Make classroom visits to participating teachers
- Promote teaching models that reflect reasoning and inquiry
- Assist administrators participating in the program by developing their skills in walk-through observations of student learning.
- Provide recognition to administrators that successfully complete the activities of the program.
- Provide other mutually beneficial services

Northwest Missouri Regional Professional Development Center
Located on the campus of Northwest Missouri State University
800 University Drive
Maryville, MO 64468-6001

Phone: 800-663-3348 or 660-562-1995 Fax: 660-562-1890

June 15, 2004

Dr. Marilyn Rhea
Project Director of Prism II
NWMSU
Maryville, MO 64468

Dr. Rhea:

The Northwest Regional Professional Development Center (NW RPDC) is pleased to be a partner with PRISM II (Promoting Reasoning and Inquiry in Science and Math) to enhance teacher quality and student performance in the fields of science and math.

The NW RPDC commits to partnering with PRISM II by assisting in the following areas:

- Collaborating to recruit teachers to the initiative
- Making classroom visits to participating teachers
- Modeling teaching methods promoting reasoning and inquiry learning
- Assisting in walk-through training for administrators specifically in reasoning and inquiry learning classrooms
- Recognizing Administrators by presenting Professional Development Certificates upon completion of administrator requirements
- Any other way that will be beneficial to both partners

PRISM II is a sound program based upon high quality teaching, professional development in content and pedagogy, systematic and rigorous lesson design, and service to high-need school districts. In meeting with the goals of the Northwest RPDC, we commit to support the goals and objectives of the PRISM II project.

Sincerely,

Beccy Baldwin

Beccy T. Baldwin
Director of NW RPDC

Peggy Harwood

Peggy Harwood
Project Assistant for NW RPDC

APPENDIX A – PARTNER IDENTIFICATION FORM		
Copy this form for each partner that is participating in this proposal.		
PARTNERSHIP INSTITUTION North Kansas City School District		
NAME AND TITLE OF PRIMARY CONTACT Sandra Pettit, Federal Program Coordinator		
ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE) 2000 NE 46th Street, Kansas City, Missouri 64116		
TELEPHONE NUMBER 816 413 5000	FAX NUMBER 816 413 5005	E-MAIL ADDRESS www.nkcsd.k12.mo.us
TYPE OF INSTITUTION/ORGANIZATION Public School		

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

Duties of participating partner schools

- Provide support to participating teachers that will enable them to attend at least one professional conference per school year. Provide support to the participating teachers by sending at least one administrator to the Administrators' Academy.
- Provide the PRISM project staff with data for evaluation purposes.
- Provide the PRISM project director and RPDC representatives with access to classrooms of participating teachers in order to facilitate on-site coaching.
- Work in collaboration with the PRISM staff to facilitate on-site professional development opportunities for other members of the science teaching staff at partner schools. These activities will utilize the PRISM teachers as co-facilitators providing them with experience needed to conduct professional development activities beyond the life of the grant.

North Kansas City School District qualifies as a high-need school.
Students on FRL – 26%
Students less than Proficient on 7th grade Science MAP – 82%

NORTH
KANSAS CITY
SCHOOLS
est. 1913

November 12, 2003

Project PRISM
c/o Dr. Marilyn Rhea, Director
Northwest Missouri State University
800 University Drive – GS 3550
Maryville, MO 64468

To Whom It May Concern:

This letter is in support of Northwest Missouri State University's (NWMSU) plan for implementation of expanding their PRISM Project, supported in part by the National Science Foundation. This project is designed to develop highly qualified instructors who will utilize research-based instructional strategies in their classrooms to facilitate increased student achievement. Additionally, other regional cadre members will join with our teachers to support and collaborate with each other and to continue to expand the impact of this project. This partnership between NWMSU and North Kansas City School District (NCKSD) will help meet the needs of our math and science teachers and will positively impact student achievement.

Personnel from NKCSD have been included in meetings and communications in developing the proposal, and our personnel will be involved in the implementation of the grant in our school district. One of our members participated in a cadre that visited an Ohio school district and gained ideas to implement within the parameters of this project. Faculty from NWMSU have come and visited with math and science teachers in our school district. The NKCSD Cabinet has readily approved this grant proposal. We are enthusiastically committed to the shared responsibility and accountability for this project by collecting data, supporting visits from NWMSU faculty, supporting teachers in their professional development, and assisting with the evaluation of project participants.

We believe the PRISM II Project will provide much needed content, professional development, and processes for our math and science teachers. The coaching and mentoring established by this project will fill a great need in our district, and this training will allow us to develop lead teachers in our district that will share and develop this knowledge with additional math and science teachers. NKCSD has received the United States Department of Education National Award for Model Professional Development. Part of our staff development program includes staff development facilitators that will assist the teacher leader participants in sharing their information with their colleagues. NKCSD also has also received the technology Leadership Network's Award in 1999. We feel that our technology will support our teachers' efforts in their professional development activities. NKCSD has committed to supporting this grant financially by

NORTH
KANSAS CITY
SCHOOLS
est. 1913

appropriating money for teachers to attend the required professional conferences and classes.

This project provides an opportunity for us to undergo true institutional change, and we believe our lead teachers developed through this project will assist us in continuing this project long beyond the grant funding. NKCSD is also committed to supporting the project after the funding is over by having our grant coordinator work with the teachers trained during this project and having the lead teachers expand this program through additional grants. We are excited and proud to be a part of the PRISM project.

Sincerely,

Sandra Pettit

Sandra Pettit
Federal Program Coordinator

APPENDIX A – PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION
School District of St. Joseph

NAME AND TITLE OF PRIMARY CONTACT
Nancy J. Mooney, Executive Director of Teaching and Learning

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)
925 Felix Street, St. Joseph, Missouri 64501

TELEPHONE NUMBER	FAX NUMBER	E-MAIL ADDRESS
816 671 4000	816 671 4008	

TYPE OF INSTITUTION/ORGANIZATION
Public School

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

Duties of participating partner schools

- Provide support to participating teachers that will enable them to attend at least one professional conference per school year. Provide support to the participating teachers by sending at least one administrator to the Administrators' Academy.
- Provide the PRISM project staff with data for evaluation purposes.
- Provide the PRISM project director and RPDC representatives with access to classrooms of participating teachers in order to facilitate on-site coaching.
- Work in collaboration with the PRISM staff to facilitate on-site professional development opportunities for other members of the science teaching staff at partner schools. These activities will utilize the PRISM teachers as co-facilitators providing them with experience needed to conduct professional development activities beyond the life of the grant.

St. Joseph School District qualifies as a high-need school.
Students on FRL – 22%
Students less than Proficient on 7th grade Science MAP – 76%

Nancy Mooney recently retired and we will be working to establish a similar relationship with the new director when they are available. The St. Joseph School Board approved this collaboration.

THE SCHOOL DISTRICT OF ST. JOSEPH

925 Felix Street
St. Joseph, Missouri 64501

Nancy J. Mooney
Executive Director of Teaching and Learning

Telephone (816) 671-4000
Fax (816) 671-4008

October 7, 2003

Dr. Marilyn Rhea, Director
Project PRISM
Northwest Missouri State University
800 University Drive – GS 3550
Maryville, MO 64468

Dear Dr. Rhea,

This letter is to confirm our desire to be a core partner with Northwest Missouri State University in the PRISM2 Project. We are excited about the opportunity to have professional development for our teachers and administrators in the fields of Mathematics and Science. We are confident that the PRISM2 Project will provide needed content through professional development that will assist our staff with standards alignment, coaching and mentoring skills.

The St. Joseph School District is committed to sharing responsibility and accountability for the project. We will welcome the project staff to our participating classrooms for data collection and evaluation of our participants. We are interested in sustaining change in our district beyond the funding period. It is our desire to see that teachers and administrators who receive the training then go on to train others in the district.

We understand that training has its costs and are willing to send teachers to professional conferences. If the necessary science kits are not already available in our district, then we will provide the materials needed. Our teachers participating in the PRISM2 Project will be given priority for technology needs.

Thank you for extending the opportunity to us to be your partner in this worthwhile project.

Your partners in education,

Nancy J. Mooney
Executive Director of Teaching & Learning

Margaret Bangerter
Mathematics Coordinator, K-8

NJM:ble

APPENDIX A – PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION

Maryville R-II School District

NAME AND TITLE OF PRIMARY CONTACT

Jay Reese, Superintendent

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)

1429 South Munn Avenue, Maryville, Missouri 64468

TELEPHONE NUMBER	FAX NUMBER	E-MAIL ADDRESS
660 562 3255	660 562 4113	jreese@maryville.k12.mo.us

TYPE OF INSTITUTION/ORGANIZATION

Public School

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

Duties of participating partner schools

- Provide support to participating teachers that will enable them to attend at least one professional conference per school year. Provide support to the participating teachers by sending at least one administrator to the Administrators' Academy.
- Provide the PRISM project staff with data for evaluation purposes.
- Provide the PRISM project director and RPDC representatives with access to classrooms of participating teachers in order to facilitate on-site coaching.
- Work in collaboration with the PRISM staff to facilitate on-site professional development opportunities for other members of the science teaching staff at partner schools. These activities will utilize the PRISM teachers as co-facilitators providing them with experience needed to conduct professional development activities beyond the life of the grant.

Maryville School District qualifies as a high-need school.
Students on FRL - 23%
Students less than Proficient on 7th grade Science MAP - 76%

MARYVILLE R-II SCHOOL DISTRICT
1429 South Munn Avenue
MARYVILLE, MISSOURI 64468-2756

OFFICE OF SCHOOL SUPERINTENDENT
TELEPHONE 660-562-3255
FAX 660-562-4113

A Tradition In Excellence ...AND STILL GROWING!

October 15, 2003

Dr. Cheryl Malm,
Dr. Pat Lucido, and
Dr. Marilyn Rhea
Northwest Missouri State University
800 University Dr
Maryville MO 64468

Dear Dr. Malm, Dr. Lucido, and Dr. Rhea:

The Maryville R-II School District and Eugene Field Elementary School are excited and pleased to endorse and support the PRISM2 Project Grant. Partnership grants are a "win/win" cooperative effort. The teachers selected for participation will initially be trained to implement research-based math and science instructional strategies that support state and national standards in their classrooms. They will then become a network of teacher leaders throughout the area to facilitate the training of other teachers.

The Maryville R-II School District will support the project grant by allowing selected teachers release time during the school year to attend state and national conferences, provide travel funds through the professional development budget, and allow for testing of students in the classes of participating teachers.

Selected teachers will commit to the summer training time line and school-year meetings. They will implement new teaching strategies in their classrooms and collect data on student progress for comparison and evaluation. The elementary principal will attend the Administrators Academy and support the implementation of inquiry-based teaching in the school.

Sincerely,

David L. Boyles
President, Board of Education

Jay W. Reese
Superintendent of Schools

David Weichinger
Principal, Eugene Field Elementary School

DW:cd

APPENDIX A – PARTNER IDENTIFICATION FORM		
Copy this form for each partner that is participating in this proposal.		
PARTNERSHIP INSTITUTION Chillicothe School District		
NAME AND TITLE OF PRIMARY CONTACT Dale Wallace, Supt.		
ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE) PO Box 50, 1020 Old Highway 36 West, Chillicothe Missouri, 64601		
TELEPHONE NUMBER 660 646 4566	FAX NUMBER 660 646 6508	E-MAIL ADDRESS dwallace@chillicotheschools.org
TYPE OF INSTITUTION/ORGANIZATION Public School		

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

Duties of participating partner schools

- Provide support to participating teachers that will enable them to attend at least one professional conference per school year. Provide support to the participating teachers by sending at least one administrator to the Administrators' Academy.
- Provide the PRISM project staff with data for evaluation purposes.
- Provide the PRISM project director and RPDC representatives with access to classrooms of participating teachers in order to facilitate on-site coaching.
- Work in collaboration with the PRISM staff to facilitate on-site professional development opportunities for other members of the science teaching staff at partner schools. These activities will utilize the PRISM teachers as co-facilitators providing them with experience needed to conduct professional development activities beyond the life of the grant.

Chillicothe School District qualifies as a high-need school.
Students on FRL program – 36%
Students less than proficient on 7th grade Science MAP – 82%

Hornet Country

Chillicothe R-II School District

P.O. Box 530 • 1020 Old Highway 36 West • Chillicothe, MO 64601
Phone (660) 646-4566 • FAX (660) 646-6508

Dale A. Wallace
Superintendent of Schools

David E. May
Assistant Superintendent

Pamela Fetter
Director of Special Services

October 6, 2003

Dr. Marilyn Rhea
PRISM – Project Director
800 University Drive
Northwest Missouri State University
Maryville, MO. 64468

Dear Dr. Rhea:

The Chillicothe R-II is excited about the opportunity to participate in the PRISM 2 Project grant and partner with Northwest Missouri State University, Jefferson C-123, North Harrison, Tarkio, Gallatin, Maryville, St. Joseph, and the North Kansas City School Districts. The opportunity for our staff to network with other educational leaders in the area and to facilitate the training of others in the implementation of research-based science and math instructional methodology that supports state and national standards will be of tremendous benefit. This partnership will be instrumental in our effort to initiate the changes envisioned by *No Child Left Behind* and to meet the needs of an ever-changing society, the educational needs of our students, and the expectations of our community.

The Chillicothe R-II School District will support the grant by providing the participating staff release time to attend required meetings. The District will allow assessments of students in the classes of participating teachers and encourage the commitment of our staff to attend summer training and other meetings.

It is with much excitement that the Chillicothe R-II School District commits to the PRISM 2 Project and look forward to creating this cadre of partnership leaders and working toward the achievement of the goals of the program.

Sincerely,

Dale Wallace
Superintendent
Chillicothe R-II School District
Chillicothe, MO. 64601

APPENDIX A – PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION

Avenue City Elementary School District

NAME AND TITLE OF PRIMARY CONTACT

Rebecca Grimes, Principal

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)

18069 Highway 169, Cosby, Missouri 64436

TELEPHONE NUMBER	FAX NUMBER	E-MAIL ADDRESS
816 662 2305	816 662 3201	jarcher@aces.k12.mo.us

TYPE OF INSTITUTION/ORGANIZATION

Public School

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

Duties of participating partner schools

- Provide support to participating teachers that will enable them to attend at least one professional conference per school year. Provide support to the participating teachers by sending at least one administrator to the Administrators' Academy.
- Provide the PRISM project staff with data for evaluation purposes.
- Provide the PRISM project director and RPDC representatives with access to classrooms of participating teachers in order to facilitate on-site coaching.
- Work in collaboration with the PRISM staff to facilitate on-site professional development opportunities for other members of the science teaching staff at partner schools. These activities will utilize the PRISM teachers as co-facilitators providing them with experience needed to conduct professional development activities beyond the life of the grant.

Avenue City School District qualifies as a high-need school.

Students less than Proficient on 7th grade Science MAP – 67%

Avenue City Elementary School District
18069 Highway 169
Cosby, Missouri 64436
Principal: Rebecca Grimes

October 25, 2003

Dr. Cheryl Malm,
Dr. Pat Lucido, and
Dr. Marilyn Rhea
Northwest Missouri State University
800 University Drive
Maryville, Mo 64468

Dear Dr. Malm, Dr. Lucido, and Dr. Rhea:

The Avenue City Elementary School District is excited to endorse the PRISM Project Grant and work cooperatively with you to promote math and science through inquiry-based instruction. The teachers selected for participation will be trained and implement research-based math and science instructional strategies that support state and national standards in their classrooms. These teachers will then help to train other leaders throughout the northwest Missouri area.

The Avenue City Elementary School District will support the project by allowing teachers release time during the school year to attend conferences, provide travel funds through the professional development budget, and allow for testing of students in selected classes.

Teachers of the district will commit to summer training and school year meetings. Most importantly, the teachers will implement new teaching strategies in their classrooms and collect data on student progress for comparison and evaluation.

I will attend the Administrators Academy and support the use of inquiry based teaching in all of the district's classes.

Sincerely,

Becky Grimes
Principal
Avenue City School District

APPENDIX A – PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION
Jefferson C 123 School District

NAME AND TITLE OF PRIMARY CONTACT
Rob Dowis, Supt.

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)
37614 US Highway 136, Conception Junction, Missouri 64434

TELEPHONE NUMBER	FAX NUMBER	E-MAIL ADDRESS
660 944 2316	660 944 2315	ytk002@mail.connect.more.net

TYPE OF INSTITUTION/ORGANIZATION
Public School

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

Duties of participating partner schools

- Provide support to participating teachers that will enable them to attend at least one professional conference per school year. Provide support to the participating teachers by sending at least one administrator to the Administrators' Academy.
- Provide the PRISM project staff with data for evaluation purposes.
- Provide the PRISM project director and RPDC representatives with access to classrooms of participating teachers in order to facilitate on-site coaching.
- Work in collaboration with the PRISM staff to facilitate on-site professional development opportunities for other members of the science teaching staff at partner schools. These activities will utilize the PRISM teachers as co-facilitators providing them with experience needed to conduct professional development activities beyond the life of the grant.

Jefferson C 123 School District qualifies as a high-need school.
Students on FRL program - 48%
Students less than Proficient on 7th grade Science MAP - 100 %

JEFFERSON C-123 SCHOOL
37614 US HIGHWAY 136
CONCEPTION JCT., MO 64434
PHONE: (660) 944-2316 FAX: (660) 944-2315
www.jc123.k12.mo.us

Jane Walter
Elementary Principal
ytk008@mail.connect.more.net

Rob Dowis
Superintendent
ytk002@mail.connect.more.net

Tim Jermain
High School Principal
vpm006@mail.connect.more.net

October 8, 2003

Project PRISM
c/o Dr. Marilyn Rhea, Director
Northwest Missouri State University
800 University Drive
Maryville, MO 64468

Dr. Dr. Rhea:

I am writing to thank you for inviting me to learn more about your PRISM project and to express my excitement and support for the continuation proposal. I was very impressed with what I learned about the project to date. I have shared the information with my staff encouraged them to contact PRISM participants ~~and learn as much as they can about the project. Their reports~~ back to me have been very positive and motivating.

I appreciate the opportunity to assist in developing the project. You listened to our suggestions and have incorporated them into the application. We welcome the opportunity to be a Core Partner in the project. We will share responsibility and accountability by cooperating with program staff, providing access to data, students, and staff, and allowing for program evaluation.

I listened to you outline goals for the project and have reviewed the program summary. I believe you are offering many things that will enhance the learning experience for students in our district and other Core Partners. Subject area content, professional development, standards alignment, coaching and mentoring skills for teachers and administrators are all areas that can be improved upon and are covered by the project application.

Jefferson C-123 will commit to sustaining the effort beyond the funding period. I believe that in our small district this type of program will not only affect the Math and Science area, but will spiral into the other core subjects causing institutional change throughout our entire school. We understand that the district will need to provide additional financial support to implement the project and sustain it. We are excited about the opportunity to be a Core Partner and pledge our support and cooperation in applying and hopefully implementing the grant.

Sincerely,

Rob Dowis

Rob Dowis,
Superintendent

APPENDIX A – PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION
North Harrison R III

NAME AND TITLE OF PRIMARY CONTACT
Nancy Parman, Supt.

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)
12023 Fir Street, Eagleville, Missouri 64442

TELEPHONE NUMBER	FAX NUMBER	E-MAIL ADDRESS
660 867 5222	660 867 5263	ygn000@mail.connect.more.net

TYPE OF INSTITUTION/ORGANIZATION
Public School

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

Duties of participating partner schools

- Provide support to participating teachers that will enable them to attend at least one professional conference per school year. Provide support to the participating teachers by sending at least one administrator to the Administrators' Academy.
- Provide the PRISM project staff with data for evaluation purposes.
- Provide the PRISM project director and RPDC representatives with access to classrooms of participating teachers in order to facilitate on-site coaching.
- Work in collaboration with the PRISM staff to facilitate on-site professional development opportunities for other members of the science teaching staff at partner schools. These activities will utilize the PRISM teachers as co-facilitators providing them with experience needed to conduct professional development activities beyond the life of the grant.

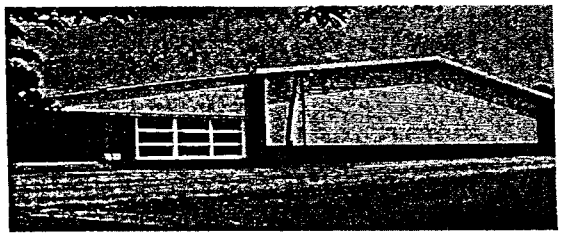
North Harrison School District qualifies as a high-need school.
Students on FRL program – 63%
Students less than Proficient on 7th grade Science MAP – 95%

Nancy Parman has worked with the university on several professional grants. Her letter references a previous grant. Phone conversation with her indicates she will make a similar commitment to partner status on this grant. Time constraints prevented her from sending an updated letter.

NORTH HARRISON R-III

Nancy Parman,
Superintendent
E. B. Sherman,
Secondary Principal
Sherry Henson,
Elementary Principal
Phone: 660-867-5222
660-867-5221
660-867-5214

12023 Fir Street
Eagleville, Missouri 64442



Marilyn Craig,
Bookkeeper
Lisa Gibson,
Secretary
Sandra Heyle,
Secretary
FAX: 660-867-5263
660-867-3397

October 28, 2003

Project PRISM
% Dr. Marilyn Rhea, Director
Northwest Missouri State University
800 University Drive – GS 3550
Maryville, Missouri 64468

Dear Dr. Rhea:

On October 13, 2003, the North Harrison R-III Board of Education unanimously voted to support the PRISM K12 proposal by being a Core Partner in the application for this NSF grant. Our district is committed to improving student achievement in Mathematics and Science. We believe the proposed program will provide needed content, professional development, standards alignment, and coaching and mentoring skills for our teachers and administrators.

We agree to share the responsibility and accountability for the project by providing access to participant classrooms for data collection, visits by support staff, and evaluation of participant efforts.

Our district is committed to sustaining the effort for math and science improvement beyond the funding period by continued use of the curriculums developed to include inquiry and reasoning in all K-12 classrooms.

Sincerely,

Nancy J. Parman
Superintendent

APPENDIX A – PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION
St Gregory's School

NAME AND TITLE OF PRIMARY CONTACT
Sonya Henggeler, Principal

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)
315 South Davis Street, Maryville, Missouri 64468

TELEPHONE NUMBER	FAX NUMBER	E-MAIL ADDRESS
660 582 2462		

TYPE OF INSTITUTION/ORGANIZATION
Private Catholic school

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

Duties of participating partner schools

- Provide support to participating teachers that will enable them to attend at least one professional conference per school year. Provide support to the participating teachers by sending at least one administrator to the Administrators' Academy.
- Provide the PRISM project staff with data for evaluation purposes.
- Provide the PRISM project director and RPDC representatives with access to classrooms of participating teachers in order to facilitate on-site coaching.
- Work in collaboration with the PRISM staff to facilitate on-site professional development opportunities for other members of the science teaching staff at partner schools. These activities will utilize the PRISM teachers as co-facilitators providing them with experience needed to conduct professional development activities beyond the life of the grant.

Additionally, Ms. Henggeler will serve as the laison between the PRISM staff and the private schools in the northwest region. Her access to administrators in other private schools through professional association will facilitate their inclusion in the project.

St. Gregory Barbarigo School

315 South Davis Street Maryville MO 64468 (660) 582-2462

June 18, 2004

Project PRISM
c/o Dr. Marilyn Rhea, Director
Northwest Missouri State University
800 University Drive
Maryville, MO 64468

Dear Dr. Rhea,

I am thrilled that St. Gregory's School is a part of the PRISM Project! Thank you for including us in the planning process. St. Gregory's is excited to be a part of such a wonderful program that will affect our students and our teacher's instruction. It will definitely make a difference.

St. Gregory's is committed to the PRISM Project and will give our participating teachers every opportunity to be involved. St. Gregory's teachers will support the implementation of inquiry-based teaching and the administration will provide in kind funding for workshops, transportation and substitute teachers.

Thank you again for allowing us to be your private school partner in this project. You will see that St. Gregory's teachers always give 100% and this will be no exception. We look forward to beginning the project!

Peace and Joy,

Sonja Henggeler

Sonja Henggeler, Principal

APPENDIX A – PARTNER IDENTIFICATION FORM

Copy this form for each partner that is participating in this proposal.

PARTNERSHIP INSTITUTION

Science Teachers of Missouri (STOM)

NAME AND TITLE OF PRIMARY CONTACT

Lloyd Barrow, President

ADDRESS (STREET ADDRESS, CITY, STATE & ZIP-CODE)

5012 Cullen Court, Columbia, Missouri 65203

TELEPHONE NUMBER	FAX NUMBER	E-MAIL ADDRESS
573 882 7457	573 884 2917	barrowl@missouri,edu

TYPE OF INSTITUTION/ORGANIZATION

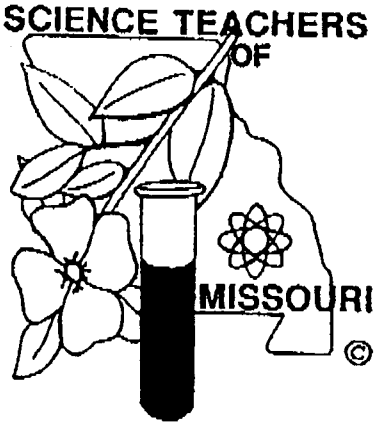
Professional Organization/State Affiliate of National Science Teachers Assn

DESCRIBE THE PARTNER'S MAIN ROLE IN THIS PROPOSAL

Provide venue for additional professional development of project teachers through their annual conference.

Assist with recruitment and publicity of project teachers through information published in their newsletters.

STOM will be represented on the PRISM II Advisory Board.



SCIENCE TEACHERS OF MISSOURI

State Chapter of NSTA

June 15, 2004

To Whom It May Concern:

The Science Teachers of Missouri (STOM) is pleased to be a partner of Northwest Missouri State University's proposal entitled "Promoting Reasoning and Inquiry in Science and Math."

STOM will actively assist the project staff in recruitment and dissemination, and information about the project during the three years. Through our newsletter and web site, STOM can help inform Missouri K-12 teachers of science about various aspects of the project.

The project would encourage participants to be active members of STOM and participate in our annual conference. Since STOM is the state chapter of the National Science Teachers Association, we are a liaison at the national scene. Thereby, helping your participants to broaden their professional development.

Sincerely,

Lloyd H. Barrow

Lloyd H. Barrow
President 2004

LHB:ol

Appendix B - TOTAL BUDGET			
Budget Itemization	Year 1	Year2	Year3
6100: Salaries			
Professional	285,496	291,206	297,031
Clerical	22,855	23312	23778
6100 Subtotal	308,351	314,519	320,809
6200: Benefits			
Professional staff calculated at 26%, clerical staff calculated at 33%, temporary staff calculated at 7%	81,771	83,407	85,075
6200 Subtotal	81,771	83,407	85,075
6300: Purchased Services			
Travel, In-state, PRISM II Staff	10,343	23,815	23,815
Travel, In-state, teachers	0	18,425	18,425
Travel, Out-of-state, PRISM II Staff	6,300	6,300	6,300
Subsistence, teachers	90,420	90,420	90,420
Stipends, teachers	118,250	134,750	134,750
Processing fees, teachers	14,025	14,025	14,025
Professional membership dues	3,900	3,900	3,900
Stipends, Administrators	5,250	5,250	5,250
Consultants	5,000	5,000	5,000
6300 Subtotal	253,488	301,885	301,885
6400: Materials/Supplies			
Instructional Materials, Summer Institute	82,500	41,250	41,250
Video conference teaching supplies	400	800	800
Advisory Board Meeting supplies	500	500	500
Office supplies	1,500	1,500	1,500
Computer services/distance learning fees	14,100	14,100	14,100
Telephone, postage, copies	2,000	2,000	2,000
6400 Subtotal	101,000	60,150	60,150
6100-6400 SUBTOTAL	744,610	759,961	767,919
6500: Capital Outlay			
None			
6500 SUBTOTAL	0	0	0
TOTAL (Transfer subtotal funding areas to SECTION I)	**744,610**	**759,961**	**767,919**

APPENDIX C – PARTNER FUNDING REQUEST			
On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.			
Partnership Institution **NORTHWEST MISSOURI STATE UNIVERSITY**			
Budget Itemization	Year 1	Year 2	Year 2
6100: Salaries Project staff and faculty 5 Mentor / Coaches Clerical	308,351	314,518	320,809
6100 Subtotal	$ 308,351	314518	320,809
6200: Employee Benefits (optional categories) Professional staff calculated at 26% Clerical staff calculated at 33%.	81,771	83,407	85,075
6200 Subtotal	$ 81,771	83,407	85,075
6300: Purchased Services			
Travel, In-state	16,003	38,225	38,225
Participant costs for 35 unidentified teachers	139,140	149,640	149,640
In-kind from the University (Tuition will be waved, but there will be a processing fee of $85 per course – 3 / year) (Tuition savings will be $1468/student/year = $80,740/yr)	14,025	14,025	14,025
Consulting fee	5,000	5,000	5,000
6300 Subtotal	$174,168	206,890	206,890
6400: Materials / Supplies			
Video conferences	400	800	800
Office supplies and phone	3,500	3,500	3,500
Computers, video material, etc.	14,100	14,100	14,100
Materials for 35 unidentified teachers	52,500	26,250	26,250
Advisory board	500	500	500
6400 Subtotal	$ 71,000	45,150	45,150
6100-6400 Subtotal	$ 635,290	649,965	657,924
6500: Capital Outlay			
6500 Subtotal	$ 0	0	0
TOTAL	$ 635,290	649,965	657,924

APPENDIX C – PARTNER FUNDING REQUEST			
On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.			
Partnership Institution **NORTHWEST MISSOURI REGIONAL PROF DEVELOPMENT CENTER**			
Budget Itemization	Year 1	Year 2	Year 2
6100: Salaries			
6100 Subtotal	$ 0	0	0
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits			
6200 Subtotal	$ 0	0	0
6300: Purchased Services			
6300 Subtotal	$ 0	0	0
6400: Materials / Supplies			
6400 Subtotal	$ 0	0	0
6100-6400 Subtotal	$ 0	0	0
6500: Capital Outlay			
6500 Subtotal	$ 0	0	0
TOTAL	$ 0	0	0

APPENDIX C – PARTNER FUNDING REQUEST			
On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.			
Partnership Institution **NORTH KANSAS CITY SCHOOL DISTRICT**			
Budget Itemization	Year 1	Year 2	Year 2
6100: Salaries			
6100 Subtotal	$ 0	0	0
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits			
6200 Subtotal	$ 0	0	0
6300: Purchased Services			
Travel (in-state)	0	1000	1000
Participant support (stipends 4 teachers, 2 administrators)	15,476	16,676	16,676
Membership in professional organization	260	260	260
6300 Subtotal	$ 15,736	17,936	17,936
6400: Materials / Supplies			
Materials (4 teachers)	6,000	3,000	3,000
6400 Subtotal	$ 6,000	3,000	3,000
6100-6400 Subtotal	$ 21,736	20,936	20,936
6500: Capital Outlay			
6500 Subtotal	$ 0	0	0
TOTAL	$ 21,736	20,936	20,936

APPENDIX C – PARTNER FUNDING REQUEST

On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.

Partnership Institution **SCHOOL DISTRICT OF ST. JOSEPH**

Budget Itemization	Year 1	Year 2	Year 2
6100: Salaries			
6100 Subtotal	$ 0	0	0
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits			
6200 Subtotal	$ 0	0	0
6300: Purchased Services			
Travel (in-state)	0	1000	1000
Participant support (stipends 4 teachers, 2 administrators)	15,476	16,676	16,676
Membership in professional organization	260	260	260
6300 Subtotal	$ 15,736	17,936	17,936
6400: Materials / Supplies			
Materials (4 teachers)	6,000	3,000	3,000
6400 Subtotal	$ 6,000	3,000	3,000
6100-6400 Subtotal	$ 21,736	20,936	20,936
6500: Capital Outlay			
6500 Subtotal	$ 0	0	0
TOTAL	$ 21,736	$ 20,936	$ 20,936

APPENDIX C – PARTNER FUNDING REQUEST			
On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.			
Partnership Institution **MARYVILLE R-II SCHOOL DISTRICT**			
Budget Itemization	Year 1	Year 2	Year 2
6100: Salaries			
6100 Subtotal	$ 0	0	0
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits			
6200 Subtotal	$ 0	0	0
6300: Purchased Services			
Travel In-state	0	500	500
Participant stipends (2 teachers/ 1 administrators)	7,738	8,338	8,338
Membership in Professional Organization	130	130	130
6300 Subtotal	7,868	8,968	8,968
6400: Materials / Supplies			
Materials (2 teachers)	3,000	1,500	1,500
6400 Subtotal	$ 3,000	1,500	1,500
6100-6400 Subtotal	$ 10,868	10,468	10,468
6500: Capital Outlay			
6500 Subtotal	$ 0	0	0
TOTAL	$ 10,868	10,468	10,468

APPENDIX C – PARTNER FUNDING REQUEST			
On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.			
Partnership Institution **CHILLICOTHE SCHOOL DISTRICT**			
Budget Itemization	Year 1	Year 2	Year 2
6100: Salaries			
6100 Subtotal	$ 0	0	0
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits			
6200 Subtotal	$ 0	0	0
6300: Purchased Services			
Travel In-state	0	500	500
Participant stipends (2 teachers/ 1 administrators)	7,738	8,338	8,338
Membership in Professional Organization	130	130	130
6300 Subtotal	7,868	8,968	8,968
6400: Materials / Supplies			
Materials (2 teachers)	3,000	1,500	1,500
6400 Subtotal	$ 3,000	1,500	1,500
6100-6400 Subtotal	$ 10,868	10,468	10,468
6500: Capital Outlay			
6500 Subtotal	$ 0	0	0
TOTAL	$ 10,868	10,468	10,468

APPENDIX C – PARTNER FUNDING REQUEST			
On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.			
Partnership Institution **AVENUE CITY ELEMENTARY SCHOOL DISTRICT**			
Budget Itemization	Year 1	Year 2	Year 2
6100: Salaries			
6100 Subtotal	$ 0	0	0
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits			
6200 Subtotal	$ 0	0	0
6300: Purchased Services			
	0	500	500
Travel In-state	7,738	8,338	8,338
Participant stipends (2 teachers/ 1 administrators)	130	130	130
Membership in Professional Organization			
6300 Subtotal	7,868	8,968	8,968
6400: Materials / Supplies			
	3,000	1,500	1,500
Materials (2 teachers)			
6400 Subtotal	$ 3,000	1,500	1,500
6100-6400 Subtotal	$ 10,868	10,468	10,468
6500: Capital Outlay			
6500 Subtotal	$ 0	0	0
TOTAL	$ 10,868	10,468	10,468

APPENDIX C – PARTNER FUNDING REQUEST

On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.

Partnership Institution **JEFFERSON C 123 SCHOOL DISTRICT**

Budget Itemization	Year 1	Year 2	Year 2
6100: Salaries			
6100 Subtotal	$ 0	0	0
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits			
6200 Subtotal	$ 0	0	0
6300: Purchased Services			
Travel In-state	0	500	500
Participant stipends (2 teachers/ 1 administrators)	7,738	8,338	8,338
Membership in Professional Organization	130	130	130
6300 Subtotal	7,868	8,968	8,968
6400: Materials / Supplies			
Materials (2 teachers)	3,000	1,500	1,500
6400 Subtotal	$ 3,000	1,500	1,500
6100-6400 Subtotal	$ 10,868	10,468	10,468
6500: Capital Outlay			
6500 Subtotal	$ 0	0	0
TOTAL	$ 10,868	10,468	10,468

APPENDIX C – PARTNER FUNDING REQUEST			
On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.			
Partnership Institution **NORTH HARRISON R III**			
Budget Itemization	Year 1	Year 2	Year 2
6100: Salaries			
6100 Subtotal	$ 0	0	0
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits			
6200 Subtotal	$ 0	0	0
6300: Purchased Services			
Travel In-state	0	500	500
Participant stipends (2 teachers/ 1 administrators)	7,738	8,338	8,338
Membership in Professional Organization	130	130	130
6300 Subtotal	7,868	8,968	8,968
6400: Materials / Supplies			
Materials (2 teachers)	3,000	1,500	1,500
6400 Subtotal	$ 3,000	1,500	1,500
6100-6400 Subtotal	$ 10,868	10,468	10,468
6500: Capital Outlay			
6500 Subtotal	$ 0	0	0
TOTAL	$ 10,868	10,468	10,468

APPENDIX C – PARTNER FUNDING REQUEST

On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.

Partnership Institution **ST. GREGORY'S SCHOOL**

Budget Itemization	Year 1	Year 2	Year 2
6100: Salaries			
6100 Subtotal	$ 0	0	0
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits			
6200 Subtotal	$ 0	0	0
6300: Purchased Services			
Travel In-state	0	500	500
Participant stipends (2 teachers/ 1 administrators)	7,738	8,338	8,338
Membership in Professional Organization	130	130	130
6300 Subtotal	7,868	8,968	8,968
6400: Materials / Supplies			
Materials (2 teachers) for training purposes	3,000	1,500	1,500
6400 Subtotal	$ 3,000	1,500	1,500
6100-6400 Subtotal	$ 10,868	10,468	10,468
6500: Capital Outlay			
6500 Subtotal	$ 0	0	0
TOTAL	$ 10,868	10,468	10,468

APPENDIX C – PARTNER FUNDING REQUEST

On this form, list only the funds that this partner will be allocated. Copy this form for each partner that is receiving funds.

Partnership Institution **SCIENCE TEACHERS OF MISSOURI**

Budget Itemization	Year 1	Year 2	Year 2
6100: Salaries			
6100 Subtotal	$ 0	0	0
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits			
6200 Subtotal	$ 0	0	0
6300: Purchased Services			
STOM Conference Registration staff and 5 mentor coaches 55 participants added in year 2 and 3	680	680 4675	680 4675
6300 Subtotal	$ 680	5355	5355
6400: Materials / Supplies			
6400 Subtotal	$ 0	0	0
6100-6400 Subtotal	$ 680	5355	5355
6500: Capital Outlay			
6500 Subtotal	$ 0	0	0
TOTAL	$ 680	5355	5355

APPENDIX D – STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT – FEDERAL DISCRETIONARY GRANTS
STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION
TITLE II: PART B: MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAM

NAME OF NONPUBLIC SCHOOL	TELEPHONE NUMBER
St. Gregory Barbarigo School	660-582-2462
NAME OF NONPUBLIC SCHOOL CONTACT PERSON	**NAME OF SCHOOL DISTRICT IN WHICH NONPUBLIC SCHOOL IS LOCATED**
Sonja Henggeler	Maryville RII

DIRECTIONS

To be completed by each registered nonpublic school in the public school district and submitted with the district's application.

Mail the completed form to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480

Questions, contact Federal Discretionary Grants: Ph: (573) 526-3232; Fax: (573) 526-6698;
or e-mail to: webreplyimprfdg@dese.mo.gov

PLEASE CHECK THE MOST APPROPRIATE STATEMENT:

- ☑ 1. Administrator and/or teachers in my school have been involved in the planning of this project. I plan for my teachers and/or students to participate in these programs.
- ☐ 2. I was invited to participate in planning but chose not to do so. My school will not participate in this program.
- ☐ 3. Administrators and/or teachers in my school have been involved in the planning of the project. I do not plan for my teachers to participate in these programs because of philosophical, religious, or other reasons.
- ☐ 4. Administrators and/or teachers in my school have been involved in the planning of this project, but the options for nonpublic participation does not seem equitable. Until changes are made for equitable options, I do not plan for my teachers to participate.
- ☐ 5. Administrators and/or teachers in my school have not been properly involved in the planning of this project. I need more information before I can decide whether or not my school should participate.

ASSURANCES: Title IX of No Child Left Behind Act includes the following consultation requirements concerning the participation of nonpublic schools in Title II: Part B: Mathematics and Science Partnership Program.

1. In general - To ensure timely and meaningful consultation, a local educational agency, educational service agency or consortium of such agencies shall consult with appropriate private school officials in the geographic attendance area of the LEAs participating in this proposal. This consultation must occur during the design and development of the program, under this Act and before the grant application is submitted to DESE, on issues such as:
   (A) how the children's needs will be identified;
   (B) what services will be offered;
   (C) how, where, and by whom the services will be provided;
   (D) how the services will be assessed and how the results of the assessment will be used to improve those services;
   (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and
   (F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.
2. Timing - Such consultation shall occur before the agency or consortium makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act.
3. Discussion required - Such consultation shall include a discussion of service delivery mechanisms that the agency or consortium could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

COMMENTS:

ORIGINAL SIGNATURE OF NONPUBLIC OFFICIAL	DATE
Sonja Henggeler	6-18-04

APPENDIX D – STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT – FEDERAL DISCRETIONARY GRANTS
STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION
TITLE II: PART B: MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAM

NAME OF NONPUBLIC SCHOOL	TELEPHONE NUMBER
Holy Cross Lutheran Sch.	816 453 7211
NAME OF NONPUBLIC SCHOOL CONTACT PERSON	NAME OF SCHOOL DISTRICT IN WHICH NONPUBLIC SCHOOL IS LOCATED
Mr. Jody Timm	North Kansas City

DIRECTIONS

To be completed by each registered nonpublic school in the public school district and submitted with the district's application.

Mail the completed form to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480

Questions, contact Federal Discretionary Grants: Ph: (573) 526-3232; Fax: (573) 526-6698;
or e-mail to: webreplyimprfdg@dese.mo.gov

PLEASE CHECK THE MOST APPROPRIATE STATEMENT:

- ☐ 1. Administrator and/or teachers in my school have been involved in the planning of this project. I plan for my teachers and/or students to participate in these programs.
- ☒ 2. I was invited to participate in planning but chose not to do so. My school will not participate in this program.
- ☐ 3. Administrators and/or teachers in my school have been involved in the planning of the project. I do not plan for my teachers to participate in these programs because of philosophical, religious, or other reasons.
- ☐ 4. Administrators and/or teachers in my school have been involved in the planning of this project, but the options for nonpublic participation does not seem equitable. Until changes are made for equitable options, I do not plan for my teachers to participate.
- ☐ 5. Administrators and/or teachers in my school have not been properly involved in the planning of this project. I need more information before I can decide whether or not my school should participate.

ASSURANCES: Title IX of No Child Left Behind Act includes the following consultation requirements concerning the participation of nonpublic schools in Title II: Part B: Mathematics and Science Partnership Program.

1. In general - To ensure timely and meaningful consultation, a local educational agency, educational service agency or consortium of such agencies shall consult with appropriate private school officials in the geographic attendance area of the LEAs participating in this proposal. This consultation must occur during the design and development of the program, under this Act and before the grant application is submitted to DESE, on issues such as:
   (A) how the children's needs will be identified;
   (B) what services will be offered;
   (C) how, where, and by whom the services will be provided;
   (D) how the services will be assessed and how the results of the assessment will be used to improve those services;
   (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and
   (F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.
2. Timing - Such consultation shall occur before the agency or consortium makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act.
3. Discussion required - Such consultation shall include a discussion of service delivery mechanisms that the agency or consortium could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

COMMENTS:

ORIGINAL SIGNATURE OF NONPUBLIC OFFICIAL	DATE
Jody Timm	7/13/04

APPENDIX D – STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT – FEDERAL DISCRETIONARY GRANTS
STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION
TITLE II: PART B: MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAM

NAME OF NONPUBLIC SCHOOL	TELEPHONE NUMBER
ST. PIUS X H.S.	(816) 453-3450
NAME OF NONPUBLIC SCHOOL CONTACT PERSON	NAME OF SCHOOL DISTRICT IN WHICH NONPUBLIC SCHOOL IS LOCATED
JOSEPH MONACHINO, JR.	NKC

DIRECTIONS

To be completed by each registered nonpublic school in the public school district and submitted with the district's application.

Mail the completed form to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480

Questions, contact Federal Discretionary Grants: Ph: (573) 526-3232; Fax: (573) 526-6698;
or e-mail to: webreplyimprfdg@dese.mo.gov

PLEASE CHECK THE MOST APPROPRIATE STATEMENT:

- ☐ 1. Administrator and/or teachers in my school have been involved in the planning of this project. I plan for my teachers and/or students to participate in these programs.
- ☑ 2. I was invited to participate in planning but chose not to do so. My school will not participate in this program.
- ☐ 3. Administrators and/or teachers in my school have been involved in the planning of the project. I do not plan for my teachers to participate in these programs because of philosophical, religious, or other reasons.
- ☐ 4. Administrators and/or teachers in my school have been involved in the planning of this project, but the options for nonpublic participation does not seem equitable. Until changes are made for equitable options, I do not plan for my teachers to participate.
- ☐ 5. Administrators and/or teachers in my school have not been properly involved in the planning of this project. I need more information before I can decide whether or not my school should participate.

ASSURANCES: Title IX of No Child Left Behind Act includes the following consultation requirements concerning the participation of nonpublic schools in Title II: Part B: Mathematics and Science Partnership Program.

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   (B) what services will be offered;
   (C) how, where, and by whom the services will be provided;
   (D) how the services will be assessed and how the results of the assessment will be used to improve those services;
   (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and
   (F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.
2. Timing - Such consultation shall occur before the agency or consortium makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act.
3. Discussion required - Such consultation shall include a discussion of service delivery mechanisms that the agency or consortium could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

COMMENTS:

ORIGINAL SIGNATURE OF NONPUBLIC OFFICIAL	DATE
Joseph Monachino JR	6/23/04

APPENDIX D – STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT – FEDERAL DISCRETIONARY GRANTS
STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION
TITLE II: PART B: MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAM

NAME OF NONPUBLIC SCHOOL	TELEPHONE NUMBER
St. Patrick School	816-453-0971
NAME OF NONPUBLIC SCHOOL CONTACT PERSON	NAME OF SCHOOL DISTRICT IN WHICH NONPUBLIC SCHOOL IS LOCATED
Jean M. Roach	North Kansas City

DIRECTIONS

To be completed by each registered nonpublic school in the public school district and submitted with the district's application.

Mail the completed form to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480

Questions, contact Federal Discretionary Grants: Ph: (573) 526-3232; Fax: (573) 526-6698;
or e-mail to: webreplyimprfdg@dese.mo.gov

PLEASE CHECK THE MOST APPROPRIATE STATEMENT:

- ☐ 1. Administrator and/or teachers in my school have been involved in the planning of this project. I plan for my teachers and/or students to participate in these programs.
- ☒ 2. I was invited to participate in planning but chose not to do so. My school will not participate in this program.
- ☐ 3. Administrators and/or teachers in my school have been involved in the planning of the project. I do not plan for my teachers to participate in these programs because of philosophical, religious, or other reasons.
- ☐ 4. Administrators and/or teachers in my school have been involved in the planning of this project, but the options for nonpublic participation does not seem equitable. Until changes are made for equitable options, I do not plan for my teachers to participate.
- ☐ 5. Administrators and/or teachers in my school have not been properly involved in the planning of this project. I need more information before I can decide whether or not my school should participate.

ASSURANCES: Title IX of No Child Left Behind Act includes the following consultation requirements concerning the participation of nonpublic schools in Title II: Part B: Mathematics and Science Partnership Program.

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COMMENTS:

ORIGINAL SIGNATURE OF NONPUBLIC OFFICIAL	DATE
Jean M. Roach	6-24-04

APPENDIX D – STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT – FEDERAL DISCRETIONARY GRANTS
STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION
TITLE II: PART B: MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAM

NAME OF NONPUBLIC SCHOOL	TELEPHONE NUMBER
St. Charles Borromeo	816 - 436 - 1009
NAME OF NONPUBLIC SCHOOL CONTACT PERSON	NAME OF SCHOOL DISTRICT IN WHICH NONPUBLIC SCHOOL IS LOCATED
Mary Omecene	North Kansas City

DIRECTIONS

To be completed by each registered nonpublic school in the public school district and submitted with the district's application.

Mail the completed form to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480

Questions, contact Federal Discretionary Grants: Ph: (573) 526-3232; Fax: (573) 526-6698;
or e-mail to: webreplyimprfdg@dese.mo.gov

PLEASE CHECK THE MOST APPROPRIATE STATEMENT:

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   (C) how, where, and by whom the services will be provided;
   (D) how the services will be assessed and how the results of the assessment will be used to improve those services;
   (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and
   (F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.
2. Timing - Such consultation shall occur before the agency or consortium makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act.
3. Discussion required - Such consultation shall include a discussion of service delivery mechanisms that the agency or consortium could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

COMMENTS: I will give the brochure to my Science teachers in August. I think they would be interested.

ORIGINAL SIGNATURE OF NONPUBLIC OFFICIAL	DATE
Mary M. Omecene	6/25/04

NORTHWEST
MISSOURI STATE UNIVERSITY

Promoting Reasoning and Inquiry in Science and Math

Dear Colleague,

I am writing to inform you about a collaborative project currently being developed between Northwest Missouri State University and seven school districts in the northwest Missouri region, including Maryville and St. B. Gregory's School. This grant is for the upgrading of science content knowledge and pedagogy for 40 middle level science teachers and the effective use of evaluation of science teachers for their administrators. Enclosed is a brochure for the current PRISM program, which served as a template for the new submission. The new PRISM II project will have the same benefits for teachers accepted into the program as the original PRISM.

I am aware that you have not been included in the initial planning of this grant. However, the requirements of the federal program include documentation that you are aware of the grant. I have enclosed the necessary form for your signature to verify this contact. I would appreciate your help in getting the required notifications completed. Please check the appropriate box and add your signature to the bottom, then return the form to me in the enclosed envelope, or FAX it to me at 660 562 1188.

If, after reading the brochure, you think any of your 4-8 teachers might be interested in the program, contact me at msrhea@mail.nwmissouri.edu or call me at 660 562 1497. Thank you so much for your assistance.

Sincerely,

Marilyn S. Rhea, PhD
Director, PRISM Project

Sample of letter sent to required non-public schools.

800 University Drive Maryville, Missouri 64468-6001

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Mary Burgess
Co-Cathedral School
518 N. 11th Street
St Joseph, Mo 64501

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Phillip E. Geeding ☐ Agent ☐ Addressee

B. Received by (Printed Name) Phillip E Geeding C. Date of Delivery 6-23-04

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7003 1010 0002 6544 4823

PS Form 3811, August 2001 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Rich Fox
St Joseph Catholic School
826 South 14th Street
St Joseph Mo 64501

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Charla Pickel ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7003 1010 0002 6544 4854

PS Form 3811, August 2001 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Peggy McElduff
St James Catholic School
120 Michigan
St Joseph, Mo 64501

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Sharon Lynch ☐ Agent ☐ Addressee

B. Received by (Printed Name) SHARON LYNCH C. Date of Delivery 6-23-04

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service lal 7003 1010 0002 6544 4793

PS Form 3811, August 2001 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Chris Turpin
St Patricks Catholic School
1813 South 12th Street
St Joseph Mo 64501

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery
6-23-04

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7003 1010 0002 6544 4878

PS Form 3811, August 2001 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Ronnie Pister
St Paul Lutheran School
4715 Frederick Street
St. Joseph, Mo 64501

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) LARRY WEINHOLD | C. Date of Delivery 6/23/04

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☒ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7003 1010 0002 6544 4762

PS Form 3811, August 2001 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Sharon Privett
St Francis Catholic School
2614 Seneca St.
St Joseph Mo 64501

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Connie Sueymeier | C. Date of Delivery 6-23-04

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7003 1010 0002 6544 4779

PS Form 3811, August 2001 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Jeanette Dardesty
St Gabriel catholic School
4737 N. Cleveland
Kansas City, MO 64117

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Sharon Johnson ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery: 6-23-04

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label): 7003 1010 0002 6544 4816

PS Form 3811, August 2001 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Jeanne Dinkelein
Bishop Hogan Memorial School
1114 Trenton St.
Chillicothe Mo 64601

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Jeanne Dinkelein ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery: 6-28-04

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label): 7003 1010 0002 6544 4786

PS Form 3811, August 2001 Domestic Return Receipt 102595-02-M-1540